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ABSTRACT

This book considers critically the many issues surrounding competency-based education and training (CBE/T) and provides practical advice on its appropriateness and application to educational and training programs. Part A places the whole issue of CBE/T in its appropriate contexts. Chapters 1-3 examine the concept of competence and its articulation in CBE/T, historical and international contexts, and the Australian approach to CBE/T and its critics. Part B deals with the major issues relating to competency. Chapters 4-9 address the issues raised by CBE/T categorized into six main groupings: reform in a federal system, competency standards, curriculum, learners and learning, assessment, and fair access. Part C takes the reader step-by-step through workable applications of CBE/T. Chapters 10-13 address, respectively, the following key phases in the implementation process: planning the introduction of CBE/T, designing a CBE/T program, developing procedures for managing CBE/T, and facilitating and assessing learning in CBE/T. Following a conclusion, the book contains 400 references and an index. (YLB)

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